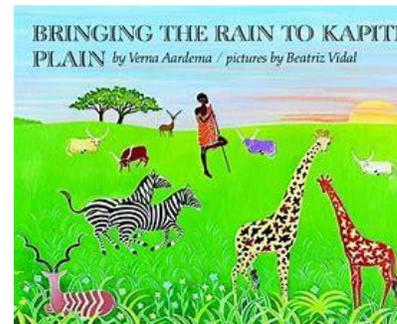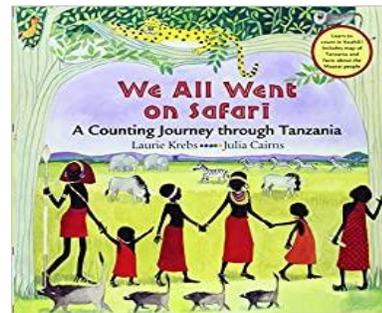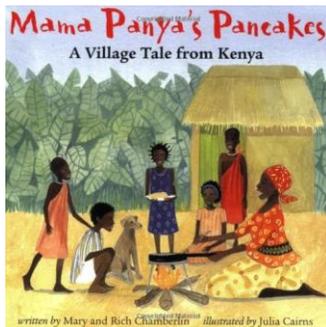# YEAR 1 / SPRING 2

WHAT IS LIFE IN AFRICA LIKE?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.	We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face. We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.	We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas. We will be challenging ourselves, extending our boundaries and developing our independence.	We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.

KEY TEXTS

ACADEMIC EXCELLENCE

We will

- ✓ Continue to encourage the children to explain what they are learning and consider what they need to do next to improve.
- ✓ Encourage the children to independently access their learning opportunities.
- ✓ Ensure the children work as independently as possible until tasks are completed to the best of their ability.
- ✓ Encourage the children to recognise mistakes as learning opportunities.

LEARNING TO LEARN

We will

- ✓ Review and develop our understanding of the 5Rs with a particular focus on 'Responsibility' in the Spring 2.
- ✓ Celebrate successes and learn from our mistakes.
- ✓ Work towards achieving Learning to Learn Awards.
- ✓ Encourage the children to ask questions to extend their thinking.

POSSIBILITES AND RISKS

We will

- ✓ Provide learning opportunities for the children to take appropriate risks.
- ✓ Encourage the children to work towards goals.
- ✓ Encourage the children to show responsibility and some initiative.
- ✓ Support children to manage their emotions and encourage them to develop effective relationships.

SOCIAL INTELLIGENCE

We will

- ✓ Encourage the children to work cooperatively, working with each other's strengths, so that tasks are completed well.
- ✓ Ensure that in assemblies, children appreciate, respect and celebrate difference.
- ✓ Through, discussion, ensure that children can see how their behaviour may have affected others.
- ✓ Discuss the importance of taking responsibility for our actions.

ENGLISH

READING

- ✓ Respond speedily with the correct sound to graphemes.
- ✓ Read accurately by blending sounds in unfamiliar words.
- ✓ Read common exception words, noting unusual correspondences between spelling and sound.
- ✓ Re-read books to build up their fluency and confidence in word reading.
- ✓ Link what they read or hear read to their own experiences.
- ✓ Make inferences on the basis of what is being said and done.

WRITING

- ✓ Continue to say out loud what they are going to write.
- ✓ Sequence sentences to form short narratives.
- ✓ Re read what they have written to check it makes sense.
- ✓ Read aloud their writing clearly to be heard by others.
- ✓ Join words and joining clauses using 'and' and 'because'.
- ✓ Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.
- ✓ Form lower case letters accurately.
- ✓ Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

SPELLING / PHONICS

- ✓ Spell common exception words..
- ✓ Use letter names to distinguish between alternative spellings of the same sound.
- ✓ Use –ing, -ed, -er and –est where no change is needed in the spelling of the root word.
- ✓ Use the prefix un-.
- ✓ Apply phonic knowledge and spelling rules covered, to their written work.

SPOKEN LANGUAGE

- ✓ Articulate and justify answers, arguments and opinions.
- ✓ Listen and respond appropriately to adults and their peers
- ✓ Use relevant strategies to build on their vocabulary.
- ✓ Listen carefully and take turns in group discussions.

MATHS

Height and Length
- ✓ Compare height and length
- ✓ Measure length using everyday objects
- ✓ Measuring height and length using body parts
- ✓ Measuring height and length using a ruler

Numbers to 40
- ✓ Count to 40.
- ✓ Count in 10's and 1's.
- ✓ Compare numbers.
- ✓ How much more?
- ✓ Number patterns.

Addition and Subtraction Word Problems
- ✓ Solving word problems

Multiplication
- ✓ Making equal groups

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL
An Inclusive Community Inspiring Life Long Learning

SCIENCE

Work Scientifically
- ✓ Ask simple questions.
- ✓ Use observations and ideas to suggest answers to questions making tables and charts about the weather.
- ✓ Collecting and recording data.

Caring for our planet
- ✓ Why is it important to care for the planet?
- ✓ How can we care for the planet?

Seasonal changes
- ✓ Understanding the different seasons in the year.
- ✓ Planting in spring and observing change.
- ✓ Compare seasons to understand the changes.

HISTORY

Not Covered In This Term

COMPUTING

Grouping Data
- ✓ To label objects.
- ✓ To identify that objects can be counted.
- ✓ To describe objects in different ways.
- ✓ To count objects with the same properties.
- ✓ To compare groups of objects.
- ✓ To answer questions about groups of objects.

GEOGRAPHY

Place Knowledge – Africa/Kenya
- ✓ Understand geographical similarities and differences through studying the human and physical geography of England and Kenya.
- ✓ Use aerial photographs to compare Alderley Edge and Nairobi. What is the same? What is different?
- ✓ Use an atlas to locate seven continents and 5 oceans.
- ✓ Use an atlas to find Kenya and the UK, then name the continent the country is in.

Human and Physical Geography
- ✓ Label maps to show different climates globally and explore Kenya's climate.
- ✓ Compare Kenya's climate to the UK climate.
- ✓ Describe the relationship between biomes and climate zones, then discuss how they differ around the world (e.g. Sahara desert in Africa and Artic Circle).
- ✓ Discuss and identify a variety of animals and plants that will live in Kenya. Explore their habitats and their geographical needs.
- ✓ Use compass points to help navigate around a map.
- ✓ Compare and contrast cultures in Kenya compared to Alderley Edge.
- ✓ Use photographs to identify similarities and differences between Kenya and the UK.

MFL	**NOT COVERED IN KS1**

DESIGN TECHNOLOGY

Design
- ✓ Design something for a purpose and user
- ✓ Generate own designs and communicate
- ✓ Use ideas found in own design

Make
- ✓ Cut, peel, chop, slice and grate
- ✓ Measure using cups. Mix and stir
- ✓ Work safely and hygienically

Evaluate
- ✓ Explain if they like or do not like their finished product and why
- ✓ Consider appearance, taste and aroma
- ✓ Suggest how they can improve their products

Technical knowledge
- ✓ Understand where food comes from
- ✓ Food products should be combined according to sensory products
- ✓ Know the bridge grip and claw grip
- ✓ Know the 2 main parts of the eat well plate - fruit/vegetable and carbohydrates
- ✓ Know that a healthy diet contains some of each of the eat well plate

MUSIC
- ✓ Learn to recognise when it is appropriate to take a breath when singing a song.
- ✓ Through movement show how a piece of music can be broken up into sections (different phrases).
- ✓ Identify, through movement, when phrases begin and end.

PSHE
- ✓ No Outsiders - To understand that our bodies work in different ways.

PHYSICAL EDUCATION

Fitness
- ✓ Develop understanding of how exercise makes you feel.
- ✓ Develop understanding of how exercise can make you strong and healthy.
- ✓ Develop understanding of how exercise relates to breathing.
- ✓ Develop understanding of how exercise helps your brain.
- ✓ Develop understanding of how exercise helps your muscles.
- ✓ Develop understanding of the importance of daily exercise.

Target Games
- ✓ Develop underarm throwing towards a target.
- ✓ Develop throwing for accuracy.
- ✓ Develop underarm and overarm throwing at a target.
- ✓ Develop throwing for accuracy and distance using underarm and overarm.
- ✓ Select the correct throw to a target.
- ✓ Develop throwing for accuracy and distance.

ART AND DESIGN

Not Covered In This Term

RELIGIOUS EDUCATION

What do Christians believe God is like?
- ✓ Understand the importance of forgiveness and unconditional love.
- ✓ Consider what the Lost Son parable teaches Christians about God's forgiveness.
- ✓ Understand that Christian's believe that God is always loving and forgiving.
- ✓ Recognise that Christian's believe God is present during emotions and situations.
- ✓ Explore how Christians express their feelings to God through prayer and worship.

ENRICHMENT
- ✓ Use of books and artefacts from the Education Library Service
- ✓ Science Week w/c 6.3.26
- ✓ World Book Day 5.3.26
- ✓ Red Nose Day 20.3.26
- ✓ No Outsiders
- ✓ DT Week w/c 23.3.26